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ABSTRACT

A small sample of the 60 indicators contained in the "Condition of Education, 1994" are provided in this brief booklet. Ordering information for the complete 442-page report is provided along with the following eight statistical tables: (1) grade retention and dropout rates; (2) persistence in postsecondary education; (3) trends in mathematics proficiency; (4) high school course-taking in the core subject area; (5) annual earnings of young adults; (6) education of students with disabilities; (7) children who have difficulty speaking English; and (8) certification of teachers. (MLF)

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THE POCKET CONDITION OF EDUCATION 1994

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"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

October 1994

THE POCKET CONDITION OF EDUCATION 1994

Indicators and Reports Branch
Data Development Division
National Center for Education Statistics

The following charts are a small sample of the 60 indicators contained in the ***Condition of Education, 1994***.

Since 1870, the federal government has been gathering data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. This ***Condition of Education*** includes data and analysis on a wide variety of issues. The indicators in the 1994 edition are in six sections:

- Access, participation, and progress;
- Achievement, attainment, and curriculum;
- Economic and other outcomes of education;
- Size, growth, and output of educational institutions;
- Climate, classrooms, and diversity in educational institutions; and
- Human and financial resources of educational institutions.

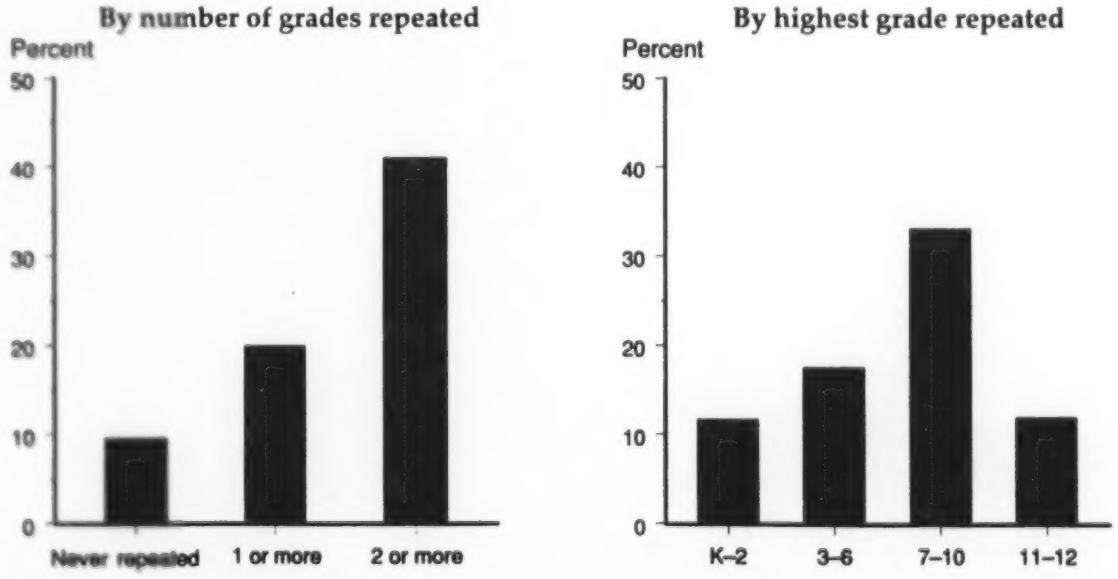
The indicators use data from government and private sources. The book also includes overviews of each issue and additional tables and information for each indicator.

To receive the complete ***Condition of Education, 1994***, see the ordering information at the end of this booklet.

Grade retention and dropout rates 1

Studies have shown that students who have repeated at least one grade are more likely to become dropouts. Knowledge about how that relationship varies among subgroups of students or by the grade repeated can help schools develop grade retention policies and services for students who have been retained.

Dropout rates for 16- to 24-year-olds: 1992

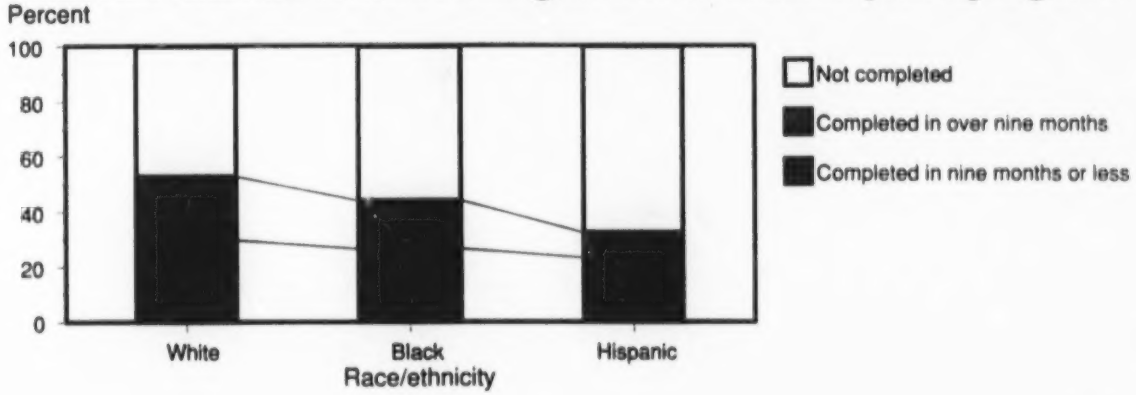


SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1992.

Persistence in postsecondary education 2

Degree completion is associated with increased employment opportunities and income potential. Whether the degree being pursue is a bachelor's degree, associate's degree or a vocational certificate, persistent enrollment, including reenrollment after stopping out, is a necessary prerequisite to completion.

Completion status of first-time postsecondary students seeking a vocational certificate or license during the 1989–90 academic year: Spring 1992

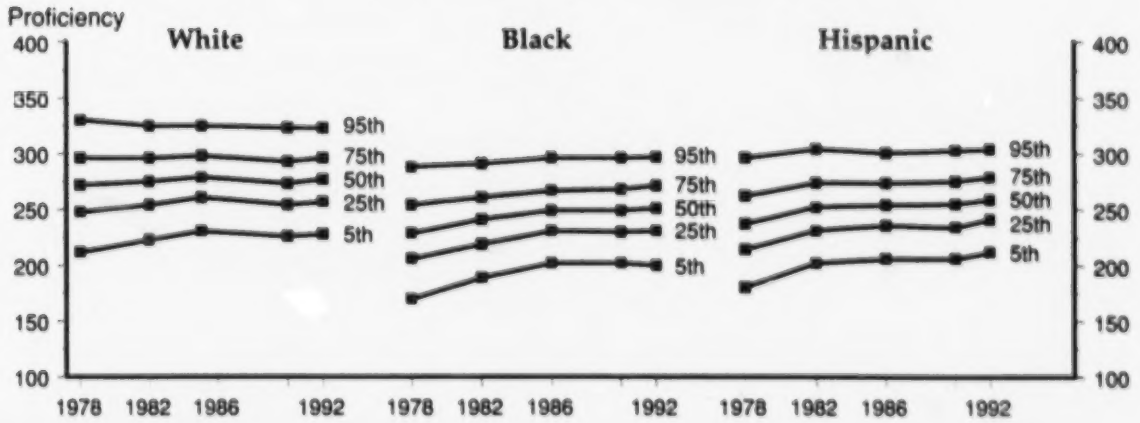


SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Student Longitudinal Survey, 1992.

Trends in mathematics proficiency 3

Proficiency in mathematics is an important outcome of education. In an increasingly technological world, the mathematics skills of the nation's workers may be a crucial component of economic competitiveness. The National Assessment of Educational Progress (NAEP) provides a picture of mathematics achievement over the past 20 years, allowing us to examine trends and proficiency in mathematics for students at all levels.

Percentile distribution of mathematics proficiency for 13-year-olds, by race/ethnicity

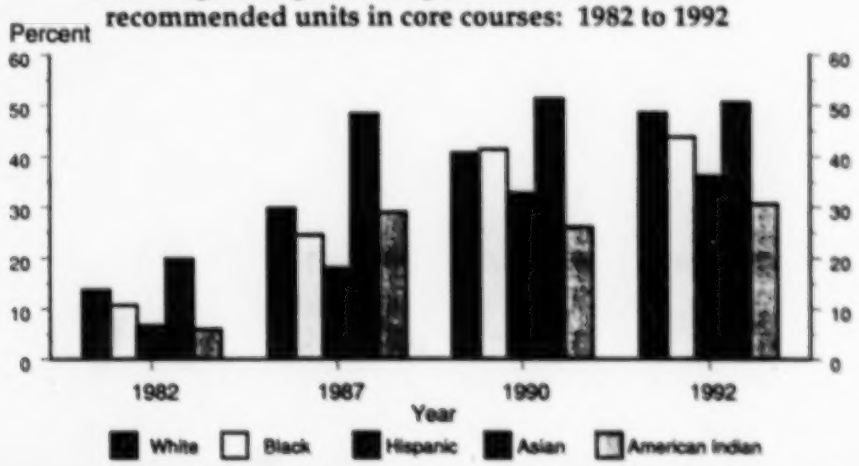


SOURCE: National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1992, Mathematics, 1973 to 1992, Reading, 1971 to 1992, Writing, 1984 to 1992*, 1994.

High school course-taking in the core subject areas

In 1983, *A Nation at Risk* claimed that our society had "lost sight of the basic purpose of schooling, and of high expectations and disciplined effort needed to attain them" and recommended that all students seeking a diploma be required to enroll in the "New Basics", a core curriculum composed of 4 units of English, 3 units of science, 3 units of social studies, 3 units of mathematics, and 0.5 units of computer science. The percentage of students taking the core curriculum has been tracked over time to show the changes occurring since the core curriculum was implemented.

Percentage of high school graduates who earned the recommended units in core courses: 1982 to 1992

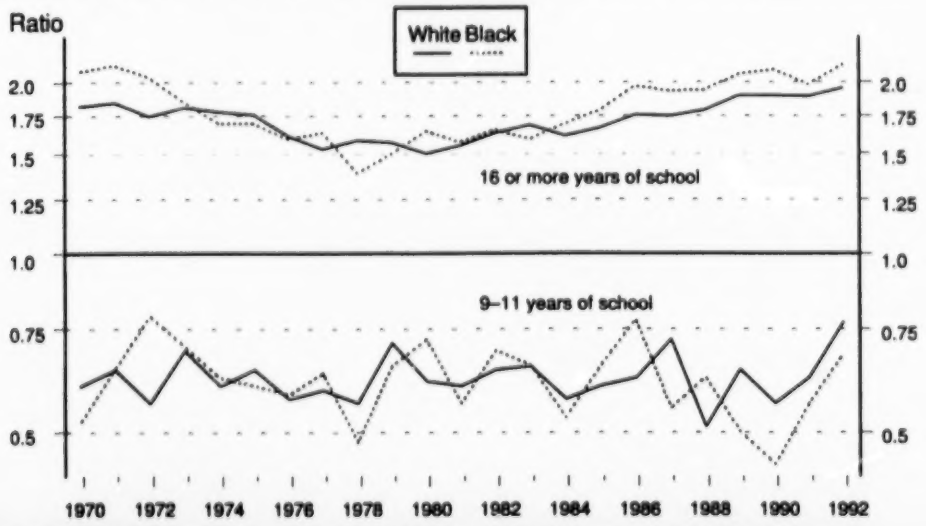


NOTE: The graph shows the recommended 4 units of English, 3 units of science, 3 units of social studies, 3 units of mathematics, but does not include the recommended one-half year of computer science.
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Transcript Study, 1987 and 1990 NAEP High School Transcript Studies, National Education Longitudinal Study Transcripts, 1992.

Annual earnings of young adults 5

The ratio of annual earnings of high school dropouts or college graduates to high school graduates is a measure of the earnings disadvantage of not finishing high school and the earnings advantage of completing college. It is affected by many factors including the employer's perception of the productivity of workers with different levels of education, the availability of workers with varying levels of education, and the economic conditions of industries that typically employ people with differing levels of education.

Ratio of median annual earnings of female wage and salary workers 25 to 34 years old with 9–11 and 16 or more years of school to those with 12 years of school

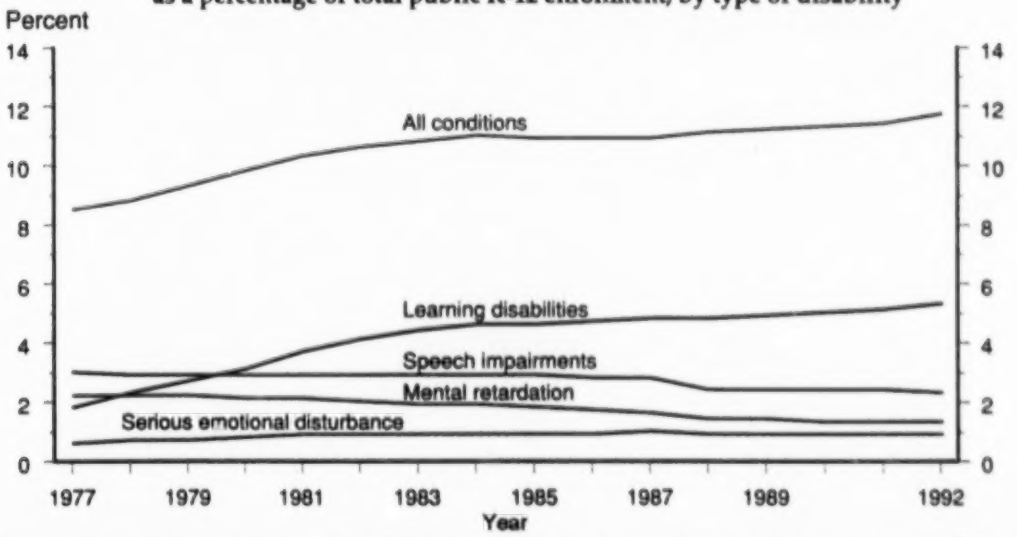


SOURCE: U.S. Department of Education, Bureau of the Census, March Current Population Surveys.

Education of students with disabilities 6

The Individuals with Disabilities Education Act (IDEA) mandates that all children have available to them a free and appropriate education designed to meet their unique needs. Changes in the number and distribution of students with disabilities affect the level of effort required of educators and policymakers to comply with the current law and help them to forecast the need for future resources.

Number of children with disabilities served in federal programs as a percentage of total public K-12 enrollment, by type of disability



SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, various years.

Children who have difficulty speaking English 7

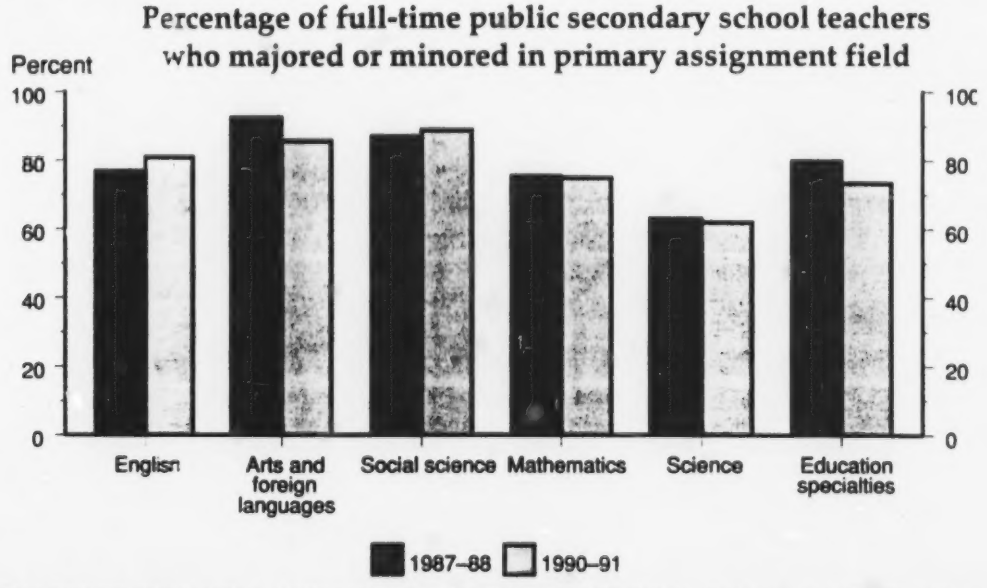
By law, school systems across the United States must provide services for children from non-English language backgrounds, many of whom have difficulty speaking English. Change in the number and percentage of students who have difficulty speaking English can affect how education resources are allocated within states.

Percentage change in number of 5- to 17-year-olds who have difficulty speaking English, by state: 1980 to 1990

NOTE: English proficiency is determined using responses to the question asked about those who spoke a language other than English at home: "How well does this person speak English?" Possible responses were "Very well," "Well," "Not very well," and "Not at all." Persons who responded less than "Very well" were included in the category "Speak English with difficulty."
SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 Census of Population, 1990 CPH-L-98, table ED90-4, "Language Use and English Ability, Persons 5- to 17-years, by State: 1990."

Certification of teachers 8

Concern about the quality of education in America has included an interest in the qualifications of teachers, especially in mathematics and science. Certification status and educational background are indirect measures of teacher qualifications. Whether teachers are certified to teach in their field and majored or minored in their field may indicate the breadth of knowledge in the subject matter they bring to the classroom.



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88 and 1990-91 (Teacher Questionnaire).

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